

Table 6.1-1 | Competencies, Medical Education Program Objectives, and Outcome Measures

Source: School-Reported

List each general competency and demonstrate the relationship between each general competency expected of graduates, the medical education program objectives, and the outcome measure(s) specifically used to assess students' attainment of each related objective and competency. Add rows as needed.			
General competency	Medical education program objective(s) (Key Competencies)	Medical education program Enabling Competencies	Outcome measure(s) (Enabling competencies addressed by each measure)
Medical Expert	1. Apply medical knowledge, clinical skills and professional attitudes to the provision of patient centered care	1.1 Demonstrate integration of the CanMEDS roles into the practice of medicine in order to address the health care needs of individual patients and populations throughout the life cycle 1.2. Apply and integrate knowledge in the following domains, relevant to the study and practice of medicine: <ul style="list-style-type: none"> <li>• Foundational disciplines</li> <li>• Clinical topics</li> </ul> 1.3. Demonstrate an awareness of limits of their expertise and their potential biases 1.4 Recognize the complexity, uncertainty and ambiguity inherent in medicine 1.5 Carry out professional duties in the face of multiple, competing demands	1. Overall Ward/Clinical Performance Evaluation for all 10 core clinical clerkship courses (1.1) 2. Overall Ward/Clinical Performance Evaluation for all Transition to Residency selectives (1.1) 3.Success on Foundations Curriculum courses (1.2, Foundational Science) 4. Ward/Clinical Performance Evaluation across 10 core clinical clerkship courses for <i>Knowledge (Basic Science and Clinical)</i> (1.2) 5. Absence of lapses in year 3 clerkship courses and year 4 TTR selectives professionalism forms in <i>Recognizes own limits and seeks appropriate help</i> (1.3) 6. Absence of lapses in core clerkship courses professionalism evaluations on <i>Timely completion of assigned tasks</i> (1.5) 7. TTR selectives Ward/Clinical Performance evaluations for (1.5): - <i>Manages Time Effectively</i> - <i>Developing a plan and prioritizing issues in patient care</i> 8. Grade in year 3 Portfolio course (1.4) 9. Grade in the Year 3 Psychiatry clerkship Narrative and Reflective Competence Assignment items on (1.3): - <i>Does it demonstrate an ability to perceive the world from a different point of view?</i> - <i>Does it challenge the writer's own biases and</i>

			<p><i>assumptions?</i></p> <p>10. Grade in Exams, CBL assignments, and Portfolio reflections in Year 1 – Introduction to Medicine (ITM) and Concepts, Patients &amp; Communities 1 (CPC1) courses (1.3)</p> <p>11. Grade in OSCE and exams in Year 2 Complexity &amp; Chronicity (C&amp;C) course (1.3)</p> <p>12. Grade in Year 1 exams and CBL assignments in ITM course (1.4)</p> <p>13. Grade in Exams in Year 2 C&amp;C course (1.4)</p>
	<p>2. Perform a patient-centered clinical assessment</p>	<p>2.1 Prioritize issues to be addressed in a patient encounter</p> <p>2.2 Obtain a history of the clinical presentation of the patient</p> <p>2.3 Perform a physical and mental status examination relevant to the patient’s presentation</p> <p>2.4 Order and interpret appropriate diagnostic investigations based on the clinical assessment</p> <p>2.5 Generate a problem list and for each problem a differential diagnosis and working diagnosis, when applicable</p> <p>2.6 Recognize a patient who requires urgent or emergent care</p> <p>2.7 Obtain, as needed, additional information about the patient’s history from other sources including health records, family members, friends, and other health care providers</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses and Transition to Residency selectives for each of the following:</p> <ul style="list-style-type: none"> <li>- History-taking (2.2)</li> <li>- Physical examination (2.3)</li> <li>- Interpretation of laboratory tests (2.4)</li> <li>- Generate a problem list / differential diagnosis / working diagnosis (2.5)</li> </ul> <p>2. Ward/Clinical Performance Evaluation in TTR selectives for:</p> <ul style="list-style-type: none"> <li>- Data gathering and understanding of basic investigations (2.1, 2.2, 2.3, 2.4)</li> <li>- Developing a plan and prioritizing issues in patient care (2.5)</li> </ul> <p>3. iOSCE competencies ratings for (2.2, 2.3, 2.5):</p> <ul style="list-style-type: none"> <li>(a) “History-taking”</li> <li>(b) “Physical examination”</li> <li>(c) “Information Synthesis and Problem formulation”</li> </ul> <p>4. Grade on iOSCE overall (2.2, 2.3)</p> <p>5. Grade on relevant elements of the following Year 3 clerkship clinical skills assessments (2.2, 2.3, 2.4, 2.5):</p> <ul style="list-style-type: none"> <li>- Family &amp; Community Medicine FM-CEX</li> <li>- Medicine clinical oral examination</li> <li>- Psychiatry Assessment of Clinical Encounter or</li> </ul>

			<p>Case-based Discussion (ACE-CBD)</p> <ul style="list-style-type: none"> <li>- Psychiatry OSCE</li> <li>- Surgery oral examination</li> <li>-</li> </ul> <p>4. Grades in exams in Year 1 CPC1 course (2.6)</p>
	<p>3. Propose and participate (under appropriate supervision) in implementing management plans</p>	<p>3.1 Involve the patient and family in developing the care plan and determining goals of care</p> <p>3.2 Formulate a plan of management that includes a description and explanation of further investigations and/or therapeutic interventions, including considerations of priority and timing</p> <p>3.3 Under appropriate supervision, implement plans for assessment and/or treatment</p> <p>3.4 Obtain informed consent</p> <p>3.5 Perform, under appropriate supervision, essential medical procedures* skillfully and safely with attention to patient comfort, including providing appropriate care prior to and following the procedure</p> <p>3.6 Propose a follow-up plan regarding results of investigation and response to interventions</p> <p>3.7 Initiate evaluation and treatment of a patient who requires urgent or emergent care, and seek help</p> <p>3.8 Set priorities and manage time effectively when involved in the care of multiple patients</p>	<p>1. Ward/Clinical Performance Evaluation across all Year 3 clerkship courses for:</p> <ul style="list-style-type: none"> <li>- <i>Problem Formulation and Management Plan</i> (3.2, 3.3, 3.6)</li> <li>- <i>Technical and Procedural Skills</i> (3.5)</li> </ul> <p>2. Ward/Clinical Performance Evaluation in TTR selectives for <i>Development of a logical management plan</i> (3.2, 3.3)</p> <p>3. Grade on iOSCE competency <i>Diagnostic and management plan</i> (3.2)</p> <p>4. Ward/Clinical Performance Evaluation in TTR selectives for <i>Developing a plan and prioritizing issues in patient care</i> (3.8)</p> <p>5. Completion of all required procedures on all Year 3 clerkship courses (3.5)</p> <p>6. Grades in Exams in Year 1 CPC1 and Year 2 C&amp;C courses (3.3)</p> <p>7. Grades in Exams in Year 1 CPC1 course (3.4)</p> <p>8. Grades in CBL assignments in Year 1 ITM course (3.7)</p> <p>9. Grade in Exams in Year 1 CPC1 course (3.7)</p>
	<p>4. Understand and participate in continuous improvement in health care quality and patient safety</p>	<p>4.1 Describe the concept of continuous improvement in health care quality and be engaged in this process</p> <p>4.2. Identify an approach to patient safety based on individual and system factors</p>	<p>1. Grade on questions pertinent to quality improvement and patient safety on Foundations Curriculum mastery exercises (4.1, 4,2)</p> <p>2. Grade on the Health Science Research post-theme test on quality improvement, and on course</p>

			<p>examination questions in this domain (4.1)</p> <p>3. Completion of Institute for Healthcare Improvement patient safety modules during Transition to Clerkship (4.1, 4.2):</p> <ul style="list-style-type: none"> <li>- PS 102: <i>From Error to Harm</i></li> <li>- PS 104: <i>Teamwork and Communication in a Culture of Safety</i></li> <li>- PS 105: <i>Responding to Adverse Events</i></li> </ul> <p>4. Grade in Exams in Year 1 CPC1 course (4.1)</p>
	<p>5. Contribute to improving the health of individuals and the population</p>	<p>5.1 Assess the health status of individuals and of populations, in terms of the impact of determinants of health</p> <p>5.2. Apply principles of health promotion, health protection, health equity and disease prevention in the management of the health of individuals and populations</p> <p>5.3. Work together with public health to manage the health of individuals in situations that require public health intervention, including those subject to legal requirements</p> <p>5.4. Describe the roles of physicians and public health in the identification of health problems in the community, and their role in diagnosis and management of these problems</p> <p>5.5 Work together with community-based agencies to support patient care and community health</p> <p>5.6. Use epidemiological methods and data and other appropriate information sources to describe and assess the health of individuals and populations, and to assist in the diagnosis of disease</p>	<p>1. Grade on the mastery exercise <i>Family, Community, Society</i> subsection of Introduction to Medicine and on the final mastery exercise relevant to week 72 (Outbreak) in Foundations Curriculum (5.1, 5.2, 5.3, 5.4, 5.6)</p> <p>2. Grade on Year 2 Community-based scholarship and service learning project (5.5)</p> <p>3. Ward/Clinical Performance Evaluation on Year 3 core clerkship rotations <i>Recognition of Important Determinants of Health and Principles of Disease Prevention</i> (5.2)</p> <p>4. Ward/Clinical Performance Evaluation on TTR selectives for <i>Application of Disease Prevention Principles</i> (5.2)</p> <p>5. Grade on TTC quiz on public health and outbreak issues (5.3)</p> <p>6. Grade in Exams in Year 1 ITM and CPC1 course (5.3)</p>

<p>Communicator</p>	<p>1. Establish professional therapeutic relationships with patients and their families</p>	<p>1.1 Communicate using a patient-centred approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion                  1.2 Engage the patient by optimizing the physical environment for patient comfort, dignity, privacy, and safety                  1.3. Recognize when professional or personal values, biases or perspectives may have an impact on the quality of care and modify the approach to the patient accordingly                  1.4 Respond to patients’ cues and use appropriate behaviour to enhance communication                  1.5 Appropriately respond to disagreements and emotionally charged conversations                  1.6 Demonstrate adaptability towards patients’ unique needs and preferences and their clinical circumstances</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 clerkship courses for <i>Communication with patients/families/community</i> (1.1, 1.2, 1.4, 1.5, 1.6)                   2. Ward/Clinical Performance Evaluation on TTR selectives for (1.1, 1.3, 1.5, 1.6):                  - <i>Explanation of health information to patients, families</i>                  - <i>Counseling and education of patients, families</i>                  - <i>Development of positive physician/patient relationships to facilitate advocacy</i>                   3. Absence of lapses in Year 3 clerkship professionalism evaluation forms on (1.1, 1.3, 1.4, 1.5, 1.6):                  - <i>Listens with empathy to patients' concerns</i>                  - <i>Demonstrates sensitivity to patients' and others' needs</i>                   4. Grade on iOSCE (1.1, 1.2, 1.4, 1.5)                   5. Grade on iOSCE for (1.4):                  - <i>Communicator – verbal expression</i>                  - <i>Communicator – non-verbal expression</i></p>
	<p>2. Use patient-centred skills to seek, gather, select and interpret accurate and relevant information of the clinical situation, incorporating the perspectives of patients and their families to inform management</p>	<p>2.1 Effectively seek and gather relevant biomedical and psychosocial information from a variety of sources including the patient, family, caregivers and/or other relevant individuals, while adhering to principles of confidentiality and consent                  2.2 Accurately select and interpret biomedical and psychosocial information                  2.3 Provide a clear structure for and manage the flow of the entire clinical encounter                  2.4 Deliver messages (which are the sum total of everything that has been gathered, selected, interpreted, and managed) to patients and their caregivers in a clear and concise manner</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 clerkship courses for <i>Communication with patients/families/ community</i> (2.1, 2.2, 2.3)                   2. Absence of lapses in Year 3 core clerkship professionalism evaluations on (2.1):                  - <i>Listens with empathy to patients' concerns</i>                  - <i>Demonstrates sensitivity to patients' and others' needs</i>                   3. Grade in iOSCE for <i>Communicator – verbal expression</i> (2.1, 2.3)</p>

	<p>3. Engage patients and their families in developing plans that reflect the patient's health care needs and goals</p>	<p>3.1 Approach discussions with patients and families in a manner that is respectful, non-judgmental, and culturally safe          3.2 Assist patients and their families to identify, access and make use of information and communication technologies to support their care and manage their health          3.3 Support patients and their families to make informed decisions regarding their health</p>	<p>1. Absence of lapses in Year 3 clerkship courses professionalism evaluations on (3.1):          - <i>Listens with empathy to patients' concerns</i>          - <i>Demonstrates sensitivity to patients' and others' needs</i>          2. Ward/Clinical Performance Evaluation on TTR selectives for (3.3):          - <i>Respect for diversity in views of health and illness</i>          - <i>Explanation of health information to patients, families</i>          - <i>Counseling and education of patients, families</i>          3. Ward/Clinical Performance Evaluation across Year 3 clerkship courses for          - <i>Patient Education (3.3)</i>          - <i>Communication with patients/families/community (3.1)</i>          4. Grade in Exams and OSCE in Year 1 ITM Course (3.2)          5. Grade in Exams and CPPH Tutorial Presentation in Year 1 CPC1 course (3.2)          6. Grade in Exams and OSCE in Year 2 C&amp;C course (3.2)</p>
	<p>4. Share health care information and plans with patients and their families while adhering to principles of confidentiality and consent</p>	<p>4.1 Ensure information is shared in a timely and accurate manner which is adapted to the patient's and family's needs          4.2 Appropriately* respond to adverse events* affecting patients and the health care team</p>	<p>1. Ward/Clinical Performance Evaluation across year 3 clerkship courses for <i>Patient Education (4.1)</i>          2. Ward/Clinical Performance Evaluation in TTR selectives for (4.1):          - <i>Explanation of health information to patients, families</i>          - <i>Counseling and education of patients, families</i>          3. Absence of lapses in Year 3 clerkship professionalism evaluation forms on <i>Takes time and effort to explain information to patients and others (4.1)</i>          4. Score on iOSCE competency <i>Communicator – Counseling (4.1)</i>          5. Completion of IHI modules on medical error (4.2)          6. Grade on <i>TTR health systems assignment on root</i></p>

			<p><i>causes</i> (only subset of class complete it; 4.2)</p> <p>7. Completion of TTC course Institute for Healthcare Improvement modules on patient safety (4.2):</p> <ul style="list-style-type: none"> <li>- <i>PS 102: From Error to Harm</i></li> <li>- <i>PS 104: Teamwork and Communication in a Culture of Safety</i></li> <li>- <i>PS 105: Responding to Adverse Events</i></li> </ul> <p>8. Grade in Exams and OSCE in Year 1 CPC1 course (4.2)</p>
	<p>5. Document and share written and electronic information about the medical encounter, and share this information orally, with other members of the health care team, to optimize clinical decision-making, patient safety, and privacy</p>	<p>5.1 Document clinical encounters in an accurate, complete, timely and accessible manner, in compliance with legal and regulatory requirements</p> <p>5.2 Effectively communicate using a written health record, electronic medical record, or other digital technology, such as phone, social media or email, to members of the health care team, information about the medical encounter that is concise, thorough and logically organized, and in a manner that respects patient privacy and confidentiality</p> <p>5.3 Present orally, to other members of the health care team, information about the medical encounter that is concise, thorough and logically organized, and in a manner that respects patient privacy and confidentiality</p> <p>5.4 Effectively communicate (by writing or electronically) instructions or requests to other health professionals, including prescriptions, in-hospital orders, and requests for investigations or consultations</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 clerkship courses for (5.1, 5.2, 5.3):</p> <ul style="list-style-type: none"> <li>- <i>Written Records</i></li> <li>- <i>Oral Reports</i></li> </ul> <p>2. Ward/Clinical Performance Evaluation on TTR selectives for (5.1, 5.2, 5.3, 5.4):</p> <ul style="list-style-type: none"> <li>- <i>Written Communication and Records</i></li> <li>- <i>Oral summaries, handovers and issue identification to other health providers</i></li> </ul> <p>3. Ward/Clinical Performance Evaluation across Year 3 clerkship courses for <i>Provision of patient care in collaboration with allied health care providers</i> (5.4)</p>

<p>Collaborator</p>	<p>1. Work effectively with physicians, trainees and other colleagues in the health care professions</p>	<p>1.1 Cultivate healthy relationships with collaborating colleagues in the clinical environment                  1.2 Explain how the organization, policies, and financing of the health care system impact collaborative patient care                  1.3 Demonstrate an understanding of the roles and responsibilities of collaborators in the clinical environment                  1.4 Employ a distributed leadership approach when solving problems with the health care team and be able to facilitate the creation of an optimal environment for collaborative practice</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses for <i>Team Participation</i> (1.1, 1.3, 1.4)                   2. Ward/Clinical Performance Evaluation in TTR selectives for <i>Willingness to work with other providers</i> (1.1, 1.3, 1.4)                   3. Absence of lapses in Year 3 core clerkship professionalism evaluation forms on <i>Relates well to other health care professionals in a learning environment</i> (1.1, 1.3, 1.4)                   4. Grade in iOSCE on <i>Collaborator – Allied Health Professionals</i> (1.3)                   5. Grade in <i>Health Systems - Health care cost awareness assignment in TTR</i> (1.2, only a subset of the class completes this)                   6. Grade in Exams in Year 1 ITM course (1.2)                   7. Grade in CPPH Tutorials in Year 1 CPC1 course (1.2)                   8. Grade in Exams in Year 2 C&amp;C course (1.2)</p>
	<p>2. Consult effectively with physicians, trainees and other colleagues in the health care professions to provide care for individuals, communities and populations</p>	<p>2.1 Recognize a clinical situation that requires expertise beyond one's own                  2.2 Prioritize, based on urgency, the need for consultation                  2.3 Demonstrate comprehensive oral and written communication to the consultant that defines the rationale for consultation, urgency of consultation, and proposed clinical follow-up                  2.4 Carry out recommendations proposed by other colleagues in the health care professions as appropriate and/or ensure that transfer of care takes place                  2.5 Act collegially and responsibly when other health care providers request assistance and when requesting assistance from others</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses for <i>Provision of Patient Care in Collaboration with All Health Care Providers</i> (2.1, 2.2, 2.3, 2.4, 2.5)                   2. Ward/Clinical Performance Evaluation in TTR selectives for <i>Teamwork Skills</i> (2.1, 2.2, 2.3, 2.4, 2.5)</p>



	<p>3. Work with physicians, trainees and other colleagues in the health care professions to prevent misunderstandings, manage differences, and resolve conflicts</p>	<p>3.1 Show respect toward collaborators          3.2 Identify the common situations that are likely to lead to disagreements or conflicts, including role ambiguity, power gradients, and differences in goals          3.3 Recognize one’s own approach to conflict and be able to recognize the conflict handling type in team members          3.4 Implement strategies to resolve conflict in a manner that supports a collaborative culture          3.5 Apply basic principles of negotiation when collaborating with team members to ensure optimal patient outcomes          3.6 Seek help and advice when necessary, recognizing personal and professional limitations in conflict resolution</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses for <i>Provision of Patient Care in Collaboration with All Health Care Providers</i> (3.1)           2. Ward/Clinical Performance Evaluation on TTR selectives for <i>Teamwork Skills</i> (3.1)           3. Grade on Portfolio reflection on the collaborator role (3.1, 3.2, 3.3, 3.4, 3.5, 3.6)           4. Absence of lapses in professionalism evaluation forms in year 3 core clerkship courses and year 4 TTR selectives on <i>Resolves conflicts in a manner that respects the dignity of those involved</i> (3.1, 3.2, 3.3, 3.4, 3.5, 3.6)           5. Grades in Exams in Year 1 ITM (3.2, 3.3, 3.4, 3.5, 3.6)           6. Grades in Exams in Year 1 CPC1 course (3.2, 3.5)           7. Grades in Exams and OSCE in Year 2 C&amp;C course (3.2, 3.5, 3.6)</p>
	<p>4. Effectively and safely transfer care to another health care professional</p>	<p>4.1 Determine when care should be transferred to another physician or health care professional          4.2 Demonstrate safe handover of care, using both structured verbal and written communication, during a patient transition to a different health care professional, setting, or stage of care          4.3 Recognize the impact on patient safety of poor handover of care and identify the common sources of error and barriers to safe handover of care</p>	<p>1. Ward/Clinical Performance Evaluation for TTR selectives on <i>Oral summaries, handovers and issue identification to other health providers</i> (4.1,4.2, 4.3)           2. Absence of lapses in Year 3 core clerkship professionalism evaluation on <i>Always ensures transfer of responsibility for patient care</i> (4.1, 4.2, 4.3)</p>

<p>Leader</p>	<p>1. Contribute to the improvement of health care delivery in teams, organizations, and systems</p>	<p>1.1 Describe the governance, structure, financing, and operation of the health care system and its facilities and how this influences patient care, research and educational activities at a local, provincial/territorial, regional, and national level                  1.2 Apply the science of quality improvement to contribute to improving systems of patient care                  1.3 Contribute to a culture that promotes patient safety                  1.4 Analyze patient safety incidents to enhance systems of care                  1.5 Use health informatics to improve the quality of patient care and optimize patient safety</p>	<p>1. Grade on preclerkship examination questions related to the health care system (1.1)                   2. Completion of the <i>Lakeview Simulation</i> work in Transition to Clerkship/ Transition to Residency (1.1)                   3. Grade on the <i>TTR Health Systems assignment</i>. The three options are:                  - Clinical microsystems                  - Healthcare cost analysis                  - Root cause analysis                   4. Completion of the TTC course Institute for Healthcare Improvement modules on patient safety (1.3, 1.4):                  - <i>PS 102: From Error to Harm</i>                  - <i>PS 104: Teamwork and Communication in a Culture of Safety</i>                  - <i>PS 105: Responding to Adverse Events</i>                   5. Grade on the TTC online assignments on the patient safety case (1.5)                   6. Grade on Exams in Year 1 ITM course (1.1, 1.2, 1.3, 1.5)                   7. Grade on Exams in Year 1 CPC1 course (1.1, 1.2, 1.4, 1.5)                   8. Grade on CPPH Tutorial Presentation, CPPH Professionalism Form, OSCE in Year 1 ITM course (1.3)                   9. Grade on CPPH Tutorial Presentation in Year 1 CPC1 course (1.3, 1.5)</p>
	<p>2. Engage in the stewardship of health care resources</p>	<p>2.1 Allocate health care resources for optimal patient care                  2.2 Apply evidence and management processes to achieve cost-appropriate care</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses for <i>Awareness of and Appropriate Use of Healthcare Resources</i> (2.1, 2.2)                   2. Ward/Clinical Performance Evaluation for TTR selectives for <i>Efficiency in use of human and material</i></p>

	<p>3. Demonstrate leadership in professional practice</p>	<p>3.1 Develop their leadership skills to enhance health care 3.2 Facilitate change in health care to enhance services and outcomes</p>	<p><i>resources in care environment (2.1, 2.2)</i></p> <ol style="list-style-type: none"> <li>1. Grade on Portfolio submission on Leader role (3.1)</li> <li>2. Completion of <i>Carter Racing activity</i> in Year 1 (3.1)</li> <li>3. Completion of <i>Lakeview Assignment</i> in Transition to Residency (3.1, 3.2)</li> <li>4. Grade on preclerkship examination questions related to Leader competency teaching on leadership (3.1)</li> <li>5. Grade on Exams in Year 1 ITM and CPC1 courses and Year 2 C&amp;C course (3.1, 3.2)</li> <li>6. Grade on OSCE in Year 1 ITM course (3.1)</li> </ol>
--	---	---	---

	<p>4. Manage one's time and plan one's career</p>	<p>4.1 Set priorities and manage time to integrate professional learning and personal life 4.2 Develop and implement a career plan</p>	<p>1. Absence of lapses in Year 3 core clerkship professionalism evaluations forms on <i>Timely completion of assigned tasks</i> (4.1)</p> <p>2. Ward/Clinical Performance Evaluation on TTR selectives for <i>Manages Time Effectively</i> (4.1)</p> <p>3. Absence of lapses in professionalism during Year 3 core clerkship courses and TTR selectives on professionalism form item <i>Prioritizes rounds, seminars and other learning events appropriately</i> (4.1)</p> <p>4. Grades on assessment exercises related to activities in the Leader theme pertaining to planning one's career (4.2)</p> <p>5. Grade on exams in Year 1 CPC1 course (4.2)</p>
--	---	--	---

<p>Health Advocate</p>	<p>1. Respond to the individual patient's health needs by advocating with the patient within and beyond the clinical environment</p>	<p>1.1 Work with patients and their families, in the context of their communities, to identify and take action on the determinants of health that impede their ability to maintain or achieve the best possible health outcomes                  1.2 Work with patients and their families, in the context of their communities, to recognize and overcome barriers to facilitating and supporting healthy behaviour                  1.3 Identify and reduce barriers to disease prevention and health promotion for individual patients                  1.4 Contribute to working with patients and their families to navigate health care and social support systems to secure the resources and supports required to maintain or achieve the best possible health outcomes</p>	<p>1. Grade on <i>Advocacy project</i> in Family &amp; Community Medicine clerkship rotation or Longitudinal Integrated Clerkship (subset only) (1.1, 1.2, 1.3, 1.4)                  2. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses for <i>Patient advocacy</i> (1.1, 1.2, 1.3, 1.4)                  3. Ward/Clinical Performance Evaluation on TTR selectives for <i>Advocacy for individuals or groups</i> (1.1, 1.2, 1.3, 1.4)</p>
	<p>2. Respond to the needs of the communities or patient populations they serve by advocating with them for system-level change</p>	<p>2.1 Work with a community and a population to identify the determinants of health that affect them                  2.2 Contribute to taking action with patients and their families, their communities, relevant organizations, the health care sector, and private sector and political institutions to foster the conditions that promote good health and health equity                  2.3 Informed by principles of health equity, address the unique health needs and barriers to access to appropriate health and social services of medically underserved populations</p>	<p>1. Completion of Year 2 community-based service-learning and scholarship project (2.2)                  2. Completion of Year 2 Advocacy assignment                  3. Ward/Clinical Performance Evaluation on TTR selectives for <i>Advocacy for individuals or groups</i> (2.1, 2.2, 2.3)                  4. Grade on the Health Equity Assignment in TTR (2.1, 2.2, 2.3)                  5. Grade on the <i>Advocacy project</i> in Family &amp; Community Medicine clerkship rotation or Longitudinal Integrated Clerkship (only subset of the class, 2.1, 2.2, 2.3)                  6. Grade on Exams in Year 1 ITM and CPC1 courses and Year 2 C&amp;C course (2.1, 2.2, 2.3)                  7. Grade on CPPH Tutorial Presentation in Year 1 CPC1 course (2.2)</p>

Scholar	1. Engage in the continuous enhancement of their professional activities through ongoing learning	<p>1.1 Develop, monitor and revise a personal learning plan to enhance professional learning</p> <p>1.2 Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources</p> <p>1.3 Engage in collaborative learning to continuously improve personal practice and contribute to collective improvements in practice</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses for <i>Self-directed learning</i> (1.1, 1.2, 1.3)</p> <p>2. Ward/Clinical Performance Evaluation on TTR selectives for <i>Self-directed learning</i> (1.1, 1.2, 1.3)</p> <p>3. Grade on year 3 Portfolio course (1.2)</p>
	2. Teach students, residents, and other colleagues in the health care professions	<p>2.1 Recognize the influence of role-modeling and the impact of the formal, informal, and hidden curriculum on learning</p> <p>2.2 Promote a safe learning environment</p> <p>2.3 Maintain patient safety when learning in the clinical setting</p> <p>2.4 Plan and deliver a learning activity</p> <p>2.5 Provide feedback to enhance learning and performance</p> <p>2.6 Assess and evaluate learners, teachers, and programs in an educationally appropriate manner</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship courses for <i>Contribute to rounds, seminars, and other learning events</i> (2.2, 2.3)</p> <p>2. Grade on presentation of Practicum Report in Year 2 Health Science Research course (2.4)</p> <p>3. Portfolio ratings for (2.4, 2.5, 2.6): - <i>Presentation</i> - <i>Feedback</i></p> <p>4. Grade on the clerkship Medicine rotation Evidence-Based Medicine Presentation (2.4)</p> <p>5. Grade on TTR Campus Weeks Group Presentation (2.4)</p> <p>6. Grade on exams in Year 1 ITM course (2.2, 2.3, 2.6)</p> <p>7. Grade on OSCE, CPPH Tutorial Presentation, and Exams in Year 1 CPC1 course (2.2)</p> <p>8. Grade on Year 1 Portfolio Reflections in ITM and CPC1 courses (2.6)</p>

	<p>3. Integrate best available evidence into practice</p>	<p>3.1 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them</p> <p>3.2 Identify, select, and navigate evidence-based resources to address knowledge gaps. These resources include online applications and publications that provide summaries and appraisals of clinical evidence and also primary research articles. The U of T medical graduate is able to use digital technology for efficient retrieval of these resources and for their application at the point-of-care.</p> <p>3.3 Critically evaluate the integrity, reliability, and applicability of health-related research, literature and digital technologies</p> <p>3.4 Integrate evidence into decision-making in their practice</p>	<p>1. Ward/Clinical Performance Evaluation across Year 3 core clerkship rotations for <i>Use of Evidence-Based Medicine</i> (3.1, 3.2, 3.3, 3.4)</p> <p>2. Ward/Clinical Performance Evaluation on TTR selectives for <i>Use of Evidence-Based Medicine</i> (3.1, 3.2, 3.3, 3.4)</p> <p>3. Grade for the Medicine EBM presentation (3.1, 3.2, 3.3, 3.4)</p> <p>4. Grade for the Family &amp; Community Medicine <i>Academic Project</i> (3.1, 3.2, 3.3, 3.4) (only a subset of the class)</p>
	<p>4. Contribute to the creation and dissemination of knowledge and practices applicable to health</p>	<p>4.1 Demonstrate an understanding of the scientific principles of research and scholarly inquiry and the role of research evidence in contemporary health care.</p> <p>4.2 Identify ethical principles for research and incorporate them into obtaining informed consent, considering the potential harms and benefits, and protecting vulnerable populations.</p> <p>4.3 Contribute to the work of a research project.</p> <p>4.4 Pose questions amenable to scholarly inquiry and select appropriate methods to address them</p> <p>4.5 Summarize and communicate to professional and lay audiences, including patients and their families, the findings of relevant research and scholarly inquiry.</p>	<p>1. Grade on the HSR Year 2 Practicum Report (4.1, 4.3, 4.4, 4.5)</p> <p>2. Completion of the TCPS-2 module in Health Science Research course(4.2)</p> <p>3. Grade on the clerkship Medicine rotation Evidence-Based Medicine Presentation (4.1, 4.5)</p> <p>4. Ward/Clinical Performance Evaluation on TTR Campus Weeks Group Presentation (4.5)</p>

<p>Professional</p>	<p>1. Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards</p>	<p>1.1 Exhibit appropriate professional behaviours and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, respect for boundaries, and maintenance of confidentiality                  1.2 Exhibit a willingness to receive and act upon both positive and constructive feedback from teachers, colleagues, other health care professionals, and patients                  1.3 Demonstrate a commitment to excellence in all aspects of practice                  1.4 Be reliable and responsible in fulfilling obligations                  1.5 Recognize and respond to ethical issues in practice                  1.6 Recognize and manage conflicts of interest                  1.7 Exhibit professional behaviours in the use of technology-enabled communication and social media                  1.8 Demonstrate appreciation for patient autonomy and respect for persons in patient-physician interactions</p>	<p>1. Absence of lapses in <i>Altruism</i> section of professionalism evaluation form in Year 3 core clerkship courses and Year 4 TTR selectives (1.1, 1.8)</p> <p>2. Absence of lapses in the Year 3 core clerkship courses and year 4 TTR selectives professionalism evaluation forms on (1.2):</p> <ul style="list-style-type: none"> <li>- <i>Accepts constructive feedback</i></li> <li>- <i>Recognizes own limits and seeks appropriate help</i></li> <li>- <i>Incorporates feedback to make changes in behaviour</i></li> </ul> <p>3. Absence of lapses in the Year 3 core clerkship courses and Year 4 TTR selectives professionalism evaluation forms on <i>Excellence – Self-improvement and Adaptability</i> section (1.3)</p> <p>4. Absence of lapses in the <i>Duty: Reliability and Responsibility</i> section of professionalism form in year 3 core clerkship courses and year 4 TTR selectives (1.4)</p> <p>5. Absence of lapses in the Year 3 core clerkship courses and Year 4 TTR selectives professionalism evaluation forms on (1.5):</p> <ul style="list-style-type: none"> <li>- <i>Shows respect for patients’ confidentiality</i></li> <li>- <i>Maintains appropriate boundaries in work and learning situations</i></li> <li>- <i>Refers to self accurately with respect to qualifications</i></li> <li>- <i>Behaves honestly</i></li> <li>- <i>Maintains appropriate boundaries with patients</i></li> </ul> <p>6. Absence of lapses in the Year 3 core clerkship courses and year 4 TTR selectives professionalism evaluation forms on <i>Informs supervisor/team when faced with a conflict of interest</i> (1.6)</p> <p>7. Grade on Exams in Year 1 ITM course (1.7)</p>
---------------------	--	--	---



	<p>2. Demonstrate a commitment to society by recognizing and responding to societal expectations in health care</p>	<p>2.1 Demonstrate accountability to patients, society, and the profession by responding to societal expectations of physicians 2.2 Demonstrate a commitment to patient safety and quality improvement</p>	<p>1. Grade on TTR assignment on Health Systems (2.1) 2. Absence of lapses on professionalism forms in Year 3 core clerkship courses on (2.2): - <i>Informs supervisor/team when mistakes occur</i> - <i>Informs supervisor/team when faced with a conflict of interest</i> 3. Grade on Exams in Year 1 ITM and CPC1 courses (2.1, 2.2) 4. Grade on CPPH Tutorial Presentation in Year 1 CPC1 course (2.1) 5. Grade on OSCE in Year 1 ITM course (2.2)</p>
	<p>3. Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation</p>	<p>3.1 Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice 3.2 Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care professions 3.3 Participate in peer assessment</p>	<p>1. Absence of lapses in <i>Honour and Integrity: Upholding Student and Professional Code of Conduct</i> section of professionalism evaluation form in Year 3 core clerkship courses and Year 4 TTR selectives (3.1): 2. Grade on Year 3 Portfolio assignment on Professional role (3.2) 3. Rating in Portfolio courses in years 3 and 4 on <i>Feedback</i> (3.3) 4. Grade from Professionalism Form: Clinical Skills in Year 1 ITM course (3.2, 3.3) 5. Grade from Exams in Year 1 ITM and CPC1 courses (3.2, 3.3) 6. Grade from Portfolio Reflection in Year 1 ITM course (3.3) 7. Grade from Portfolio Reflection in Year 1 CPC1 course (3.3)</p>
	<p>4. Demonstrate a commitment to physician health and</p>	<p>4.1 Exhibit self-awareness and manage influences on personal well-being and professional performance 4.2 Manage personal and professional demands for a sustainable</p>	<p>1. Completion of modules on personal safety at the start of medical school and at the start of clerkship on sharps safety, hand hygiene, workplace violence and</p>

	<p>well-being to foster optimal patient care</p>	<p>practice throughout the physician life cycle                      4.3 Promote a culture that recognizes, supports, and responds effectively to colleagues in need                      4.4 Protect personal health and safety in clinical settings</p>	<p>workplace hazardous materials information system (4.4)</p> <p>2. Grade from OSCE in Year 1 ITM and CPC1 courses (4.1, 4.4)</p> <p>3. Grade from Professionalism Forms in Year 1 ITM course (4.1, 4.2, 4.3)</p> <p>4. Grade on Exams in Year 1 ITM, CPC1 courses and Year 2 C&amp;C course (4.1, 4.2, 4.3)</p> <p>5. Grade on Case Report in Year 1 ITM course (4.1)</p> <p>6. Grade on Portfolio Reflection in Year 1 ITM and CPC1 course (4.1)</p>
--	--	---	--